

Norman Dunshee

F. I. Herriott

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NORMAN DUNSHEE
PROFESSOR OF ANCIENT LANGUAGES, DRAKE UNIVERSITY
1881-1890

BY F. I. HERRIOTT
Professor in Drake University

[Concluded]

XIX

In his letter to Trustee Austin, already quoted, Garfield adds a "P. S." in which he asserts: "The school almost universally rejoice at the action of the trustees." We may entertain doubts of the accuracy of that assertion. In the heat of acrimonious controversies we are wont to hear and see the things we want to hear or see. Garfield's letters demonstrate that the community was sadly torn with controversy; and we may assume the students and faculty were likewise more or less split in factional feeling. It would be strange if such were not the case in a small community such as Hiram was then.

After the foregoing paragraph was written I came upon two statements of Mr. Green that are interesting in verification of the surmise which was ventured as to the factional feeling in Hiram at the time of Garfield's election to the principalship and the persistence of more or less of that feeling among his critics. Mr. Green says:

The coming of Garfield to Hiram as its executive head marked an era in Hiram history. Its educational features were intensified; and while the general Christian tone of the school was well preserved, less attention was given, than formerly, to special doctrines. Some of his brethren, including prominent preachers, were filled with sorrow when they saw the school pass into Garfield's hands; for they feared that under the enthusiasms he could command, the school would cut loose from its old moorings, and sail into an unknown sea on alien shores.⁵⁰

Notwithstanding there was considerable opposition to Mr. Garfield at the beginning of his administration, it had mostly ceased when he finally bid its classrooms farewell. Young Hiram was always on his

⁵⁰Green, *op. cit.*, p. 131.

side, and clothed itself in the glory of the coming days of his greatness. . . .⁵¹

As Mr. Green's own memories as a student comprehended the very year or days under consideration, it is quite clear that Garfield's assertion was an expression of what he thought and preferred rather than a statement of fact. The community and the school were stirred, and the bitter memories and the recrimination persisted for years. Further, any one familiar with collegians of the undergraduate years need not be told that they are seldom a unit in feeling or expression on anything. One finds more or less the same ratios of critics and supporters, of conservatives and liberals, on matters in controversy among them as in the community roundabout.

There may be no little significance in the showings of the statistics of attendance during Dunshee's professorship and after. I quote from Green again:

1850-51.....	313	1855-56.....	494
52.....	410	57.....	440
53.....	529	58.....	487
54.....	523	59.....	502
55.....	445	60.....	462
		61.....	427

Those figures are interesting and possibly instructive. The decline in attendance during 1855-56-57 reflected the adverse conditions among Ohio's farmers referred to by Miss Booth.⁵²

The increase during 1858-59 took place despite the panic of 1857 and ensuing nation wide depression which started in Ohio, and during the controversy in which Dunshee was conspicuous, and which, Garfield would have us infer, alienated the students. Following Dunshee's departure the attendance fell off sharply, down in 1861 almost to what it was in 1852, ten years before. He may have had more admirers and friends than Garfield appreciated.⁵³ Reasoning *post hoc, ergo propter hoc* is not always coercive or conclusive; but it is in order when the other side indulges in it.

Judges in our courts frequently tell a complainant that he who would have equity must come into court with clean hands, or he

⁵¹*Ibid.*, p. 133.

⁵²See footnote 30, *ante*.

⁵³Green, *op. cit.*, p. 51.

who would have equity must do equity. Corydon E. Fuller protests against the injustice of sundry assertions or intimations of Whitelaw Reid in his *Ohio in the War* concerning Garfield's "boorish manners, uncouth ways, shabby dress and outlandish provincialisms at the time he entered Williams College."⁵⁴ Mr. Green informs us that Bruce A. Hinsdale was "not a popular preacher"; that "his style of delivery and the minuteness of his analysis of the Biblical theme were not attractive to the most people. . . . it cannot be said of him as was said of his Master, 'the common people heard him gladly.'" And "His social faculties were not as strongly marked as his intellectual. . . ."⁵⁵ Concerning Dunshee's successor, Mr. J. H. Rhodes, who Professor Caldwell assures us was a better teacher than his predecessor, Mr. Green, who knew him as a student, tells us that while he was "one of the best teachers of elocution ever connected with the institution" and was "generally well liked," nevertheless his "temperament was so different that his pupils never had that enthusiastic personal affection for him" that they had for Miss Booth and Mr. Garfield.⁵⁶

Mr. Fuller's protest against the injustice of Reid's allegations is valid—for they were hardly worthy of emphasis, even mention if true, for the same could be said of thousands of men of light and leading who enter college from the remote provinces or rural regions. The pith and point and purpose of the exhibits just given is that if Norman Dunshee suffered from certain deficiencies his critics, within his academic bailiwick, were not the ones to throw stones at him, for they too lived in houses with much glass in their windows and doors.

One may often detect the inner connections by slight but significant signs or the course of things by straws on the surface of the waters. Isaac Errett was one of the pioneer promoters of Hiram's Eclectic Institute. Mr. Green assures us that he was "one of the wisest and most capable of its first Board of Trustees."⁵⁷ In the forefront of the decade he reflected the antislavery

⁵⁴Fuller, *op. cit.*, p. 127. See Reid, *Ohio in the War* (Ed. 1868), Vol. I, pp. 742, 743.

⁵⁵Green, *op. cit.*, p. 214.

⁵⁶*Ibid.*, p. 112.

⁵⁷Green, *op. cit.*, p. 83.

sentiment of the Western Reserve. He was outspoken in his opposition to the Fugitive Slave Law. He openly dissented from the views of Alexander Campbell.⁵⁸

In 1859, however, his attitude seems to have altered somewhat. Pardee Butler and his coworkers in and about Pardee in Atchinson County, Kansas, were struggling to build a church in that community. They were in sore need of funds, and Mr. Butler wrote to Mr. Errett as corresponding secretary of the American Christian Missionary Society for financial aid, as many another frontier missionary had done before. Mr. Errett replied that the society would give him and his church aid provided he would "preach the gospel and keep out of politics"—the latter condition being, of course, that slavery was taboo.⁵⁹

Two facts excite curiosity. First, Alexander Campbell made a tour of the Western States in 1859, visiting the leading churches of the Disciples, Leavenworth being one of the points where he met with the local leaders.⁶⁰ Second, Pardee Butler was Norman Dunshee's brother-in-law. *Query*. Were there any causal relations between the troubles of Norman Dunshee at Hiram that year anent his aggressive attitude towards slavery, and Butler's notoriety in antislavery agitation in Kansas, and Errett's refusal to give financial aid unless he (Butler) "kept off" the vexatious subject, and Alexander Campbell's formal visit to the Kansas Territory? Such coincidence, such concurrence, create what the lawyers would call a lusty presumption for suspicion that *post hoc ergo propter hoc*. Whatever the ground facts may be they remind us of what the courts frequently inform litigants and the public that "Circumstances alter cases."

⁵⁸See his letter to Campbell under the title "The Fugitive Slave Law—Once More," dated at Warren, Ohio, September 13, 1851, in the *Millennial Harbinger*, Series IV, Vol. I, pp. 621-31.

⁵⁹See Kansas Christian Church History, p. 14, col. 1, in the *Kansas Messenger*, Vol. 38 for January, 1934.

⁶⁰*Ibid.*, p. 13, col. 2.

Pardee Butler had applied to Isaac Errett in April, 1858, for financial aid, and the corresponding secretary of the A. C. M. B. had replied that he would submit his request to the Board of Directors. Later he replied that the society would grant the aid if the board could be assured that he would not keep up belligerent antislavery agitation. Mr. Butler denounced their attitude as inconsistent with the injunctions of his Faith. His protest got into the church papers. Errett replied: "As an antislavery man, I sympathize much with you. I share your feelings, but in the missionary work I know nothing of slavery or antislavery." *The Northwestern Christian* and the *Christian Luminary* denounced the course of the society, the latter organ declaring it a flagrant attempt to "gag" the preachers of the gospel upon a great moral issue. It calls attention sharply to Errett's notable sermon in 1851 against the Fugitive Slave Law, and his recreancy in that year (1858). See Lamar, *Memoirs of Isaac Errett*, Vol. I, pp. 214-19.

XX

Norman Dunshee left the Western Reserve Eclectic Institute and his many friends in Hiram in 1859 with the iron in his soul and bitterness in his heart. He departed for Atchison County in the northeastern corner of Kansas. Apparently he wanted to get as far away as he could from the scene of his mistreatment. Several considerations probably constrained him in going to that section of the "Far West."

Opposition to human slavery was foremost in his thoughts of public affairs. For five years "Bleeding Kansas" had been the center of Armageddon for all who would fight what John Wesley called the "sum of all villainies." Kansas, too, was then on the remote frontier, and its distance from his old haunts would enhance forgetfulness. Further, Mr. Dunshee's sister was the wife of Rev. Pardee Butler whose daring defiance of the proslavery leaders and partisans in 1855 caused a lynching party to maltreat him. They sent him down the Missouri River on a raft. On his return to Atchison County in 1856 he was given a coat of tar and cotton (in the absence of feathers) and driven out again from his home. But he lived, and later pronounced the requiems of his enemies within their precincts.⁶¹ Pardee Butler was a congenial soul for Norman Dunshee.

On his arrival in Kansas Professor Dunshee, either in a state of discouragement or disgust with his experiences with "educators," decided to abandon teaching, at least as a major occupation, for he purchased or pre-empted a quarter section of land near the town of Pardee (now *non est*) and essayed the role of farmer. He sought happiness and surcease of his memories in applying the maxims and rules of Virgil's *Georgics* in the care of the soil and the culture of grains and fruits and the breeding of livestock. His success, however, as one might presume, was not notable. The hundred and one little things that had to be attended to in order to make the farm "pay" did not attract or coerce his soul. Among the residents in and about the locus of Pardee there still linger traditions of Norman Dunshee's "ab-

⁶¹*Personal Recollections of Pardee Butler*, Chapters VIII, XIII-XV; also see The Howard Report, 34th Congress, 1st Session, Report 200, pp. 960-963; "Personal Recollections of Pardee Butler," *N. Y. Tribune*, May 19, Aug. 30, 1856; and Spring, *Kansas: The Prelude to the War for the Union*, Ch. VI, "The War on the Wakarusa," pp. 79-82.

sent-minded" farming, of his easy-going procedure, and of his dreamy-eyed contemplation of the beauties and ways of nature while his horses and plow paused at the end of a furrow. His heart and mind were still held by the lure of his books; and while he might conscientiously "will" to test Virgil's advice to farmers he could not resist seeing, aye, seeking

All the charm of all the Muses
often flowering in a lonely word.

Typical of Norman Dunshee's scientific-mindedness and habits of close observation of nature's phenomena, an incident, communicated to me by his nephew, Mr. George C. Butler, may be mentioned. They were crossing a stretch of prairie on or near his farm one afternoon when they both were suddenly made conscious of a sharp earth tremor. It was the shock of an earthquake. Instantly Mr. Dunshee pulled out his watch and noted the exact time of the disturbance. Mr. Butler, then a lad, was puzzled by his action until Mr. Dunshee told him what the occurrence was.⁶²

Another story exhibits the breadth and vigor of his mastery of the languages he had studied in Western Reserve College and taught in Western Eclectic Institute. One day he received word of the death of a German whose family attended the church to which he ministered, and a request from the widow to take charge of the exercises at the funeral. When Mr. Dunshee arrived at the stricken home he asked the widow if she had a preference as to the language he should use in conducting the services. In some surprise she replied that if he could speak in her native language she would, of course, like to have him use it. He asked for a German text of the Bible, read a few selections from it and then voiced the appropriate sentiments of the occasion entirely in German, without effort or hesitation.⁶³

In time Mr. Dunshee availed himself of the new national Homestead Law and secured a quarter section of farm land, and later purchased another quarter. He pursued farming for several years. But *ad interim* he was soon preaching on Sundays, as he

⁶²Geo. C. Butler to F. I. Herriott, (MS) letter dated at White City, Kansas, September 25, 1935.

⁶³Miss Ada Scott to F. I. Herriott, (MS) letter dated at Chariton, Iowa, January 21, 1935.

had been at Hiram. Then in the winter months he conducted a private or "select" school. Among his pupils were his two daughters, Emma and Josie. When most children are learning Mother Goose and nursery rhymes they were seated on their father's knee learning Greek and Latin conjugations and declensions and the intricacies of syntax and mathematics; and their careers later demonstrated that each was thoroughly tutored in the fundamentals of language, literature, astronomy and mathematics.

There still linger round about Pardee memories of Professor Dunshee talking to groups of children who would cluster about him to listen to his fascinating stories of the planets and the stars, the phases of the moon and the flashy doings of meteors and comets.

At Pardee, as at Twinsburg and Hiram, it was not long before reports of Mr. Norman Dunshee's extensive scholarship and notable ability as a teacher began to spread about the countryside, and those concerned about the education of their children began to formulate plans for utilizing him. As late as the middle nineties there could be seen the stones of a foundation that had been laid in the early sixties for the erection of a building to house an academy at Pardee in which Norman Dunshee was to teach, if not head. The turmoil of the Civil War so discouraged its promoters and friends that funds were not forthcoming to realize their plans.⁶⁴

In 1860 the members of his religious denomination, in state convention, commended Dunshee as a preacher and teacher, and urged the establishment of a "Christian University." In 1863 they purchased the plant of the Methodist college at Ottumwa, Kansas, in furtherance of that plan. In 1866 or 1867 Mr. Dunshee was asked to succeed the first president, John M. Rankin. To what extent he took charge cannot be stated. "The bitterness of the postwar politics in Kansas thwarted the success of the venture."⁶⁵ A memorandum which I have from the files of the alumni office of Western Reserve University states that he was on the teaching staff of "Kansas University," but I am unable

⁶⁴Interview with Miss Ada Scott.

⁶⁵Jno. D. Zimmerman, *Kansas Christian Church History*, pp. 15-16, printed in *The Kansas Messenger*, Vol. XXXVIII, No. 4, for January, 1934.

to confirm the assertion.⁶⁶ It is probable that there was a confusion of the names of the two institutions.

In 1866 he won public recognition outside academic circles. The Republicans of Atchison County in their efforts to save the country that year nominated him for superintendent of the county schools. He was elected and served in that office for the years 1867 to 1869. It is inconceivable that he did any of the ordinary political maneuvering or "ploughing round" to secure the nomination. All accounts of his character and daily conduct concur that he had none of the arts of the demagogue or office seeker. The Republicans either had an acute sense of the fitness of things and nominated him because of his pre-eminent academic preparation, or more likely they wanted to enhance the respectability of their general ticket and thus insure the certainty of success of their party at the polls.⁶⁷

XXI

In the forepart of 1871 Miss Josie Dunshee saw in an issue of the family's religious paper a statement that Oskaloosa College, at Oskaloosa, Iowa, was seeking an instructor in mathematics. Forthwith, she urged her father to apply for the appointment. She was in a fashion his mentor and his right-hand man on the farm and knew that he was not a success as a farmer, and would not thrive nor be contented in rural precincts. She urged him with some energy, probably her own feelings concurring strongly, in furthering his getting back into regular academic work. Finally, but with great reluctance, he wrote to President Francis M. Bruner, who did not hesitate to secure him.

Mr. Dunshee and the family moved to Oskaloosa and in the fall of 1871 he entered upon his second academic journey as professor of mathematics. For the next six years he taught classes in mathematics and his life was again full of enjoyment, doing the sort of work he most coveted.

Meantime his two daughters, Miss Josie and Miss Emma, entered the college classes. Each registered for the classical course then, as later, regarded as the stiffest course offered, in contrast

⁶⁶Paul H. Moty to F. I. Herriott, (MS) letter dated at Western Reserve University, June 1, 1923.

⁶⁷Green, *op. cit.*, p. 40.

with the "literary" or "ladies" course usually taken by women in those days. Each graduated in 1876. Miss Josie became proficient in painting also. The portrait of Professor Dunshee, of which the frontispiece is a reproduction, was painted by her, and likewise the portrait of her mother.

The impressions Professor Dunshee made upon his students at Oskaloosa may be indicated in the following resume of memories of two of his students. The first is a summary of an interview with Mrs. A. M. Haggard, daughter of Professor B. W. Johnson of Oskaloosa College.⁶⁸

He was gentle and gracious and always generous in his interpretation of our efforts and work. We—young women—were not "afraid" of him as was the case with some of the other instructors. He never made sport of us either for his own amusement or for the class; nor made us feel small or insignificant. If we were struggling to express ourselves and were doing so awkwardly, he would give us a kindly lead or suggest something that would help us to the right words, or give us a start that would enable us to show that we really knew what the correct answer should be. He might at times seem absent-minded or indifferent to what was going on about him; but let any one make some remark that was absurd or irrelevant or wrong in reply and instantly we knew that he was aware of it. If the student was trying to be "smart" or "show off," he soon was aware that Professor Dunshee was not "taken in" and a quiet observation would bring a laugh that would abolish his bumptious cockiness. We liked to watch his face, which usually was very serious in expression, when something especially interested him. A smile would slowly spread over his face or flash suddenly in his eyes. He had rather striking blue-gray eyes which were very expressive. Mrs. Dunshee was also very attractive. She was slender, prim and quiet; but alert, gracious and keen in her comments.

The following excerpts are taken from two letters of Governor George W. Clarke of Adel, Iowa, of the class of 1877, written to me at different times, the first on June 2, 1923, and the second December 28, 1934.

... Dunshee was to a degree an inspirer of youth. And yet he was so gentle, almost childlike. Indeed he completely fulfilled the injunction, "except you become as little children." Everybody believed in him, everybody loved him, not half-heartedly, but passionately, fondly. He was one in whom indeed, "there was no guile." No more unassuming man ever lived, yet there never existed in the mind of anyone a shadow

⁶⁸Interview with Mrs. A. M. Haggard, September 20, 1935. Professor B. W. Johnson was president of Oskaloosa College from 1889-92.

of doubt as to his complete competency for the work he undertook as a teacher.

On occasion when a teacher or speaker would present a fine inspiring thought or rise far above the ordinary common placeness, I have seen D.'s face glow like the sudden flash of a meteor, and the flash as suddenly disappear. . . . D.'s tears were not so far in the depths but that I have seen them rise with the meteor flash and also when confronted with some pathetic, tender or touching incident. . . . D. naturally was full of sympathy and reacted to kindness.

Both Prof. D. and Prof. S[hepperd]⁶⁹ were men of highest character and inspiring ideals. If all men were such as they were in habit, character and cultivated mind, the world would be a good world indeed.

Personally I knew Prof. Dunshee only during my closing year at Oskaloosa. . . . He was an old man before I knew him. I am sure the natural qualities of his life had graduated in him all those elements universally held to grace the finest and best of human nature.

Naturally there were other qualities, common to men, that did not all appear dominant in the life of Prof. Dunshee. I refer, for instance, to the aggressive, fighting, go-ahead spirit for gain in material things, place or position. Here there was no appeal to him. Here, in my judgment, he could not have won success beyond a very slight degree. His faculties just were not adapted to such a field of endeavor. He could not have been happy in such efforts. We should never have heard of him in "business" or as an artisan. My acquaintance with him, and recalling him after almost sixty years, studying him after ransacking among the old, old leaves of my memory after receiving your letter—I almost think of him as by nature somewhat of a recluse. That is to say, society did not appeal to him. He was not at home in its presence. It in a degree bored him. Not that he did not respect and highly regard the individuals, but that the personnel would tire him.

Professor Dunshee was one of the most backward, timid men I ever knew. One of a company discussing a subject, although quite familiar to him, I feel quite sure he would not voluntarily interpose an opinion. Only if asked his view would he speak, and then only in the briefest way—no discussion, no defense; this by no means because of a want of information or knowledge, because he was well recognized as a capable man. He was not a man of many words; rather I should say somewhat of a silent man. He was not a public speaker. He just thoughtfully went on his way communing deeply with himself on serious subjects and among them such as in his day touched forcibly upon human life, and further, on destiny. He was always a student and his books may be well anticipated from his professorships and his general habits of reflection and thought.

⁶⁹Professor Bruce E. Shepperd was Professor Dunshee's successor at Oskaloosa College. He and Governor Clarke were classmates, each graduating in 1877.

But again, the man of much erudition learned, as the much-harassed Job had discovered before him, that "Man is born unto trouble as the sparks fly upward." *Academia* illustrates the basic laws of the universe and the truth of the Greek philosopher's observation that "Society is made up of mutually repellant particles."

President Bruner, like many another executive of our pioneer colleges before him and since, was attempting the impossible. He was striving to be in two different places at once. He in part was in the field strenuously seeking to raise funds for the running expenses of the college, and in part of the time he was conducting classes, to say nothing of preaching on Sundays. It was a soul-wracking business, converting dreams and hopes into cash, and ideals and promises into going realities.

The depression which followed the financial panic of 1873 wrecked plans. Its complications put every one's nerves on edge. Saints and statesmen, and seers alike, easily found themselves at loggerheads within the closed circle of the college. The criss-crosses in the finances and administration and in the clashes of personalities caused animosities to focus and flash. Professor Dunshee again saw history repeat itself in the person of President Bruner. The latter's connection with Oskaloosa College suddenly ceased in July, 1876, in the same manner as the former's had at Hiram.

XXII

President Bruner's learning and zeal, however, had attracted the authorities of Abingdon College, who called him to the presidency of that institution at Abingdon, in Knox County, Illinois. Among the men he asked to become members of his instructional staff, as soon as he had himself adjusted to his new situation, was Professor Dunshee. He was not involved in the sorry contentions that distracted counsel at Oskaloosa, but the meager resources of the college and the unfavorable prospects and the great respect he had for the erudition and character of President Bruner induced him to accept the invitation. He and his family moved to Abingdon in the fall of 1877 where he began work as professor of mathematics. As at Hiram he taught other subjects than mathematics. His two daughters also became mem-

bers of the teaching staff. Miss Josie Dunshee became assistant teacher of belles-lettres and ancient languages; and Miss Emma Dunshee, assistant teacher of history and astronomy. Miss Josie also taught drawing and painting.⁷⁰

The impressions made by the Dunshees on the students of Abingdon are indicated by the following recollections. The first given epitomizes the memories of Mrs. D. F. (Celeste Bruner) Givens, daughter of President Bruner and a graduate of Abingdon, class of 1879. She knew Professor Dunshee as a student in the classroom and she saw him within the inner circle of the administration as well.

In his teaching Professor Dunshee always made us feel the relations of the subject in hand to our lives and to the history of the country and religion, not in a sentimental way but in its causal or organic relations. He saw things in the large. He made us see with him the bigger and better things which a word or sentence or theorem implied or connected with. He was invariably earnest and he made us feel likewise, not by telling us to be so, but simply by his manner.

Professor Dunshee always made the study of language interesting and real. He liked to show the connection between the classics and modern life in our words and in institutions. He made us appreciate what he often called the "Tree of Language"—how from simple tap roots Greek and Latin words have grown and spread in modern tongues of the various peoples of Europe and America. His translations fascinated us. He would turn the original Greek or Latin into such beautiful English, and so easily that it seemed more like poetry than prose. He made us love the classics.

His method of instruction was what it should be. No one ever was afraid of him. He was always considerate and kind to beginning students. If a student made a bad translation he would correct him in a way that made him grateful—never resentful—and often he was so kind in words and manner that I suspect the student thought he was correct or right from the very start. He tried to draw out what a student knew and never to demonstrate what he did not know. He was an educator in the old original Latin sense of the word—he "led forth" the student into the fields of knowledge and art. Even the bores of the class he treated with courtesy, unless he suspected flippancy or smart tactics, and then we would realize that there was a sharp edge to his tongue.

Professor Dunshee was never dramatic or flowery in his class work. He was always quiet in tone and cautious in words. I never saw him display anger. He never judged harshly nor condemned students in class, and I doubt if he did outside of classes. This habit was due, in

⁷⁰Chapman, etc., *History of Knox County, Illinois*, p. 574. Miss Emma Dunshee was professor of modern languages in Drake University for the two years, 1883-85.

part, to the fact that students never acted in his presence in such wise as to merit reprimands. His life and relations with us were an inspiration.

Professor Dunshee's proficiency in foreign languages was out of the ordinary. My father conversed with equal facility in English, French and German, his three years in the German and French universities making French and German common speech for him. I recall him and Professor Dunshee in many a conversation speaking now in French and now in German, often carrying on very animated discussions over some matter of current mutual interest. It is not unlikely that they used those languages so that they might discuss freely their vexatious problems in the administration at Oskaloosa or Abingdon when immature and irresponsible persons were within hearing. My father's great admiration and affection for Professor Dunshee never lessened.⁷¹

The impressions made upon a subfreshman are usually deep, lasting, and vivid. Mr. R. E. Conklin of the class of 1886 entered Abingdon in 1877 and had two or more years of preparatory work to compass before he could qualify as a freshman, and so did not enter any of Professor Dunshee's classes, but he came to know the family and he had Miss Josie Dunshee for an instructor in drawing and painting:

I took drawing and painting of her [Miss Josie] all year. . . . I, however, had never seen, or scarcely heard tell of an artist, and a poet was so remote and inconceivable that I could hardly believe it when I found that Miss J[osie] could paint pictures and had actually written some poems. . . . Concerning Mrs. Dunshee I knew very little excepting that on some occasions during that year, some of us were invited to spend the evening at the Dunshee home where I met Mrs. D. who was an artist also, and saw a large collection of sketches and paintings that were the supreme wonder and delight of my life; and Professor D. had more books than I had ever dreamed were in the world. But I hardly saw or knew him except as a member of the faculty. . . . Years after I was walking through the cemetery at Des Moines [Woodland] and happened to see an unpretentious stone bearing the inscription: "I shall be satisfied when I awake in His likeness," and I want to believe that it was his own mathematical carefulness and sureness that selected it. . . . I might say further concerning Mrs. Dunshee that as I saw and knew her in her home she was the very embodiment of grace and loveliness.⁷²

⁷¹Interview with Mrs. D. F. Givens, September 21, 1935.

⁷²Professor R. E. Conklin to F. I. Herriott, (MS) letter dated at Chambersburg, Illinois, September 24, 1935. Professor Conklin graduated from Eureka College in 1886; he obtained his A. B. from Harvard in 1892, and his A. M. in 1893. He was professor of biology and geology in Eureka College from 1888-91, 1893-1907; professor of botany and geology in Drake University from 1907 to 1929; professor emeritus. See letters of Dr. Campbell and Professor Ames, pp. 74, 77, for the text of Professor Dunshee's last chapel talk.

It is notable that many of those to whom I addressed inquiries refer in their reminiscences particularly to Professor Dunshee's chapel talks on astronomy, a subject that was not within his daily teaching load. Professor H. L. Bruner of the department of zo-ology of Butler University, Indianapolis, Indiana, was a subfreshman at Abingdon and not a member of his classes, but he writes:

I cannot say that I knew him except at a distance, as an inexperienced young man might know an older experienced teacher. He was a dignified, scholarly man, somewhat reserved and unassuming in his attitude towards others.

I recall most distinctly his talks on astronomy which he gave at the chapel hour at Abingdon. They were illustrated by means of blackboard drawings.⁷³

Neither President Bruner nor Professor Dunshee was aware, when they agreed to go to Abingdon, that each was entering into a bitter, relentless intramural clash between the friends of a former president of the college and a leading member of its faculty—both Southerners. The controversy was a complex which was in part a hangover from the Civil War and its bitter contention over the abolition of slavery and reconstruction, and in part a rancorous discussion over the injunctions of the creed of their church. It had the brethren by the ears and divided into two camps of jangling, wrangling disputants. One result was that two churches were started in the small town, which fact split the support and sympathies of the Disciples, each faction belligerently striving to worst the other in pious effort and good works. The church of each group, of course, suffered from lack of funds, and the result for the college naturally was almost stalemate.

It was a painful predicament for the newcomers to Abingdon. It made effective financial progress for the struggling college virtually impossible. It was especially disheartening to Professor Dunshee, for it reminded him of the bitter experiences at Hiram and the unhappy contention at Oskaloosa. His associates of those days still recall his distress and shrinking from any expressions of opinion when he found himself in the midst of

⁷³Prof. H. L. Bruner to F. I. Herriott, (MS) letter dated at Indianapolis, Indiana, November 28, 1935.

the contention, or of efforts to arrange peace terms. It seemed to him an unholy war, not to be countenanced or furthered in any way. Silence seemed to him the only wise course to pursue.

That war among the saints was a major fact in hampering the growth of the college at Abingdon and was the controlling consideration constraining President Bruner to consent in 1884 to consolidation of Abingdon with Eureka College in the west center of Woodford County. The presence of the growing colleges of Knox and Monmouth in Galesburg to the north of Abingdon no doubt enhanced the reasons for his consent.

XXIII

In 1880 the faculty of Oskaloosa College under the leadership of Professor Bruce E. Shepperd (Professor Dunshee's successor) became convinced that substantial success of the institution in that locus was not within the favor of the Fates. They persuaded President George T. Carpenter that their conclusion was correct. Soon there was concurrence in a plan to transfer the entire faculty and funds of the college to Des Moines, the state's capital city and commercial center. The business interests of Oskaloosa, and others, naturally rose up in resistance, and amidst no little bitterness a court injunction stopped the removal of the funds and securities of the college as contemplated. President Carpenter did not contest the matter. Nevertheless, on May 7, 1881, articles of incorporation of Drake University were filed for record with the recorder of Polk County, Iowa.⁷⁴

All of the concurring (or conspiring) members of the faculty, or heads of departments at Oskaloosa kept their agreement to go to Des Moines, except one who was induced by the protesting Oskaloosans to accept the presidency of the college that was to be continued.⁷⁵ President Carpenter, as soon as he knew of the latter's decision, tendered the position to Professor Dunshee at Abingdon. He agreed to accept because, for reasons already set forth, the prospects of peace and prosperity for the college at Abingdon were meagre. Among the members of the Executive

⁷⁴See F. I. Herriott, *Bruce E. Shepperd: An Appreciation*, in *Drake University Record* for November, 1928; and F. I. Herriott, *George T. Carpenter: An Appreciation of the Founder of Drake University*, *Drake Alumnus* for March, 1931.

⁷⁵Professor George H. Laughlin: an alumnus of Abingdon College, professor ancient languages, Oskaloosa College, 1874-81; president, *ibid.*, 1881-83; president Hiram College, 1884-87.

Committee of the Board of Trustees of Drake concurring in President Carpenter's offer to Norman Dunshee was Corydon E. Fuller, treasurer of Drake. He had been a fellow student of Everest and Garfield and had sat in Dunshee's classes in mathematics and the ancient and modern languages at the Eclectic Institute at Hiram thirty years before, and knew his ability, achievements and character.

The assassination of President Garfield July 2, 1881, had some interesting local effects involving Professor Dunshee's relations to Drake. There was naturally a tremendous surge of public feeling and interest in him produced first by his dramatic nomination and election, and second, by his tragic experiences in Washington and his tragic struggle for life after he was struck down. As he was a conspicuous member of the church of the Disciples, whose members were the major sponsors of Drake University, the agents and friends of Drake naturally in their promotional work in the field, in pulpits and conventions, seeking funds and students, seldom missed an opportunity to tell the public that Drake's faculty had Garfield's teacher on its instructional staff. Needless to say they did so with no little dramatic emphasis. Their assertion was potent in persuasion of parents to send their sons to Drake. The agents, or spokesmen in few or no cases knew the strained relations of the two men at Hiram and their consequences; and Professor Dunshee's reticence did not enlighten them.⁷⁶

⁷⁶Mr. E. R. Harlan, curator of the Historical Department of Iowa, an alumnus of Drake (Law, 1892), first called my attention to the fact just referred to and some of his recollections are interesting:

"I know that different ones of Professor Dunshee's friends and associates on the faculty habitually went out to fill pulpits in Iowa and extended the merits of Drake University; they made special reference to the circumstance of Dunshee having taught Garfield at Hiram College; . . . the Garfield tragedy went farther than almost anything else with an audience of 'Campbellite' people, for Garfield was 'our first preacher, scholar, and president of the United States'; and if his teacher could be seen at Drake University, it would be shameful for any family of that denomination not to send its children to Drake, or to withhold subscriptions in support of that institution. That circumstance caused my grandfather to come with me to Drake, to ask and secure . . . the chance to see Professor Dunshee. . . . Marion Harlan's house . . . was across the alley from Dunshee's. He pointed to Dr. Dunshee over in his own back yard in work clothes, and grandfather remarked, 'Well, he looks like a man that could teach a president; and I'd like to speak to him.'"—Edgar R. Harlan to F. I. Herriott (MS), October 21, 1933.

Mr. John E. Northrup of the class of 1891, for many years one of the prominent attorneys of Chicago, writes: "I recall two or three very interesting conversations which some of us had with him concerning Garfield as a student and a man. . . . We took considerable youthful pride in having such a man on our faculty."—John E. Northrup to F. I. Herriott, (MS) letter dated at Chicago, November 9, 1935.

He was besought by various and sundry—students often—who would ask his recollections of Garfield. He would answer briefly, giving the bare facts as to his ability and energy as a student, but for reasons he would never give any detail of their strained relations outside the classroom at Hiram. He never apparently exploited his early personal or official relations to the martyred president.

Two incidents may indicate the tight grip of bitter memories and the Spartan discipline which Norman Dunshee maintained over his tongue.

Following President Garfield's death (September 18, 1881), two days before Drake University opened its doors, it was announced that Drake would hold appropriate memorial exercises in what was called the "Christian Chapel," and that Professor Dunshee would pronounce a eulogy upon the life and character of his famous pupil. Apparently those in charge did not confer with him beforehand. Professor Dunshee did not appear; moreover, there was no explanation forthcoming.⁷⁷

Some years ago when I began my inquiries I asked a member of Professor Dunshee's family circle if he had ever discussed with Mr. Dunshee his relations with Garfield, and I was informed that when so addressed his face would stiffen, his lips close and he would either turn the conversation or leave the room.⁷⁸ Mrs. Dunshee likewise seemed to keep her tongue under lock and key, for her granddaughters cannot recall any conversation in which her husband's relations with Garfield were canvassed. They do remember, however, that Mrs. Dunshee received a letter of sympathy from Mrs. Garfield after the death of Professor Dunshee in 1890. The Dunshees apparently were of the sort who consume their own smoke, as the Scotch are wont to do.

The first catalogs of Drake from 1881 to 1886-87 in listing the faculty stated that Professor Dunshee exercised two offices on the campus and in the University. He appeared second in the roster as "Vice President and Professor of Ancient Languages." The first named office, we may fairly infer, was accorded him because of his scholastic distinction, and to enhance

⁷⁷Interview with Mrs. Charles O. Denny, February 8, 1935; C. W. Martindale to F. I. Herriott, (MS) letter dated at Hot Springs, Montana, January 9, 1936.

⁷⁸Interview with Dr. E. C. Scott, *circa*, February, 1925.

the confidence of the constituency to which the officers and friends of the new institution appealed and from which they expected at the start to draw most of their strength.

From September 19, 1881, when Drake first opened its classrooms in the woods in University Place, Des Moines, forward to the day of his death in 1890, Professor Dunshee's life was one of quietness and serene enjoyment of his studies and class-work. Not again did he have to endure the sort of contention and sorry dissension which marred his memories of Hiram, Oskaloosa, and Abingdon. His days and energies were devoted to his studies and his students.

Chancellor Carpenter was liberal in matters of creeds and religious conduct, and more than tolerant of new ideas in educational programs and policies. Drake's faculty was composed of men of energy and ideas and zeal in advancing her standards and emulating the best work of the older institutions of learning in the East, and proposed reforms aroused lively debates. Professor Dunshee, however, while sympathetic and never antagonistic, from all accounts seldom took part in the discussions. His reticence and abstention from active participation in faculty discussions were due in part to his diffidence, and in part, we may suspect, to a feeling of the futility of so much of the miscellaneous debate; and in part, and probably the major part too, to the fact that he was a "scholar of the old school" who deemed systematic, consecutive class work more important than "credit hours," and "correlated studies" in elaborate curricula.

But while Professor Dunshee abstained from aggressive agitation and was in no sense a promoter of reforms, he was alert to the problems of academic administration, and in counsel he gave substantial, seasoned opinions and wise counsel. Professor B. E. Shepperd, who was first a student under him, then his successor in Oskaloosa College, and then his colleague for ten years in Drake, thus characterizes his work in faculty conferences:

* * * * *

He lived during some years while at Drake just across the street from me, and I was with him during his last hours.

He was a scholar after the old style of western scholarship. In other words he knew his books in detail and taught accordingly. The details

had abundance of emphasis and there were brought in few distractions by way of trying to lead the student toward ultimate or distant applications. As to counsel in faculty at Drake, he was excellent if you had in mind a movement outside of the usual routine. Always he was conservative. He seldom ventured an opinion till he had pretty thoroughly considered his ground. If he ever suggested any innovation I have no memory of it. In fact it would have been contrary to his whole character. He was always a very sweet spirited, companionable gentleman, not nearly devoid of humor.⁷⁹

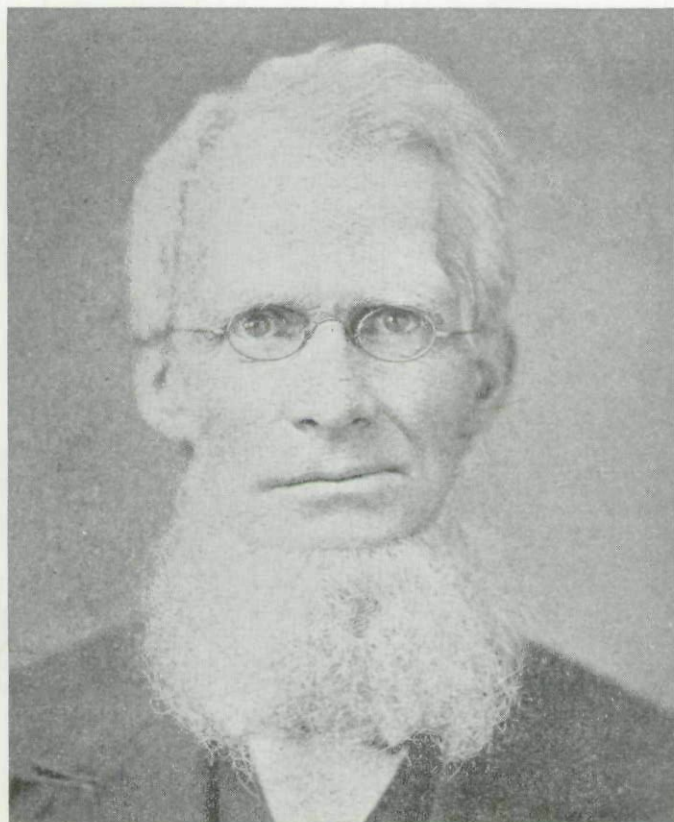
From time to time Professor Dunshee gave public lectures in the student assemblies, his subjects varying. In December, 1884, he dealt with Socrates and his significance in the life and thought of the Greeks. In March and April, 1886, he lectured on his favorite topic of astronomy setting forth some of the interesting theories of stellar phenomena, and some of the current controversies. We are told that he "very ably maintained that the planets are inhabited," a contention that still divides laymen and astronomers. It is worthy of note that in each mention of his public appearances the editorial comment in *The Delphic* was that his lectures were "interesting and instructive."⁸⁰

XXIV

When Professor Dunshee came to Drake he was fifty-nine years of age. He had snow-white hair; and while his face was clean shaven he wore his beard *a la* Galloway. These two facts coupled with his fair skin, blond complexion, blue eyes, slender body, spare of flesh, his slow, deliberate walk, and the somewhat bent form of the old-time student altogether gave the impression of greater age than his years and strength justified. He was in fact in good health; he was alert, quick of apprehension, clear-cut and rapid in his thinking, concise in speech, keen in discerning the intricacies of a problem or the complications of a situation that confused most. One fact was conclusive of his continuously youthful spirit, to wit: his sense of humor and his subtle use thereof in administering reprimands or rebukes to heedless or thoughtless students who forgot the proprieties in classroom, or were recreant in their class work.

⁷⁹Professor Bruce E. Shepperd to F. I. Herriott, (MS) letter dated at Donna, Texas, March 14, 1926.

⁸⁰*The Delphic*, December, 1884, p. 22; March, 1886, p. 94; April, 1886, p. 100.



NORMAN DUNSHEE, A. M.
Professor of Ancient Languages, Drake University, 1881-1890

St. Clair, Des Moines

Chancellor Carpenter's daughter, Mary Carpenter Schreck, class of 1886, relates an incident that shows his masterly use of academic strategy and tactics in conveying a rebuke to a student:

My memory picture of our loved Professor Dunshee is that of a gentle, quiet man, who always spoke slowly and with deliberation. He was very kindly, and very modest about his own great fund of knowledge. Instead of correcting a pupil with "No, that is not right; it is so and so," more frequently he might say, "Let us see whether or not so and so is the correct translation," etc.

His gentle firmness was shown one day in an advanced Latin class. One of the older men, and an outstanding leader among the students, had a boyish, bad habit of sitting during class period tipped back in his chair. Professor Dunshee had looked at him several times with a disapproval which evidently the young man did not sense, until one day, observing the young man again comfortably tipped back, his head resting against the wall, Professor Dunshee in his usual slow, deliberate manner of speaking, and with a twinkle in his eyes, said, "Be careful, Mr. S——, I'm afraid you might fall and hurt yourself." The class burst forth in laughter. The young man had learned his lesson.⁸¹

Professor Dunshee's absorption in his books and classwork, and his apparent absent-mindedness at times, anon led students of the "smart" species into complications which came back on their heads. Congressman C. C. Dowell, also of the class of 1886, records an instructive incident:

Any student was fortunate who had the opportunity to study under Professor Norman Dunshee at Drake University. He was a distinguished scholar and a fine professor. He was always gentle and kind to everyone, and every student in the university greatly admired him.

I recall very vividly an incident which happened when I attended a class in Latin under him, which was assigned for eight o'clock in the morning. Professor Dunshee had a very high forehead and heavy eyebrows, and while in the classroom he almost always hung his "specks" on his eyebrows, or rather, on his forehead, and was always so absorbed in his classwork that he apparently gave but little attention to anything else about him. In this, the class was in error. I fear a number of the members were not always in attendance at this eight o'clock class, though arrangements were always made to have a goodly number present. The time came, however, for the final examination, and all seemed well.

⁸¹Mrs. J. D. (Mary Carpenter) Shreck to F. I. Herriott, (MS) letter dated at Redlands, California, January 28, 1935.

The day following the examination, Professor Dunshee summoned all the members of the class to his room, and after a pleasant greeting and a few well chosen words, with a twinkle in his eye said, "Because of the early hour the class has been obliged to meet, I fear it has not been possible to give to this subject the attention the members would very much like to give it," and wound up his statement by saying he felt sure it would be very helpful to all of the class if we took another examination.

This was his way of impressing the class of the fact that he could see very well without the use of his "specks."⁸²

Professor Dunshee's sweet disposition and his uniform courtesy to all students, good, bad and indifferent, could be abused beyond his sense of the fitness of things. One instance is recorded when he indicated his appreciation of the course of a flippant or impudent classman in caustic terms and in a manner that penetrated the cuticle of the student who thought that he could display his ignorance, inability or indifference without prejudice. He had asked him a question and the young man nonchalantly responded, "I don't quite see through that." Professor Dunshee picked up his class book and deliberately marked a large zero, remarking as he did so, "I'll give you something that you can see through."⁸³

A sharp caustic now and then or the thrust of a two-edged rapier is the only course to bring certain types of bumptious bluffers and indolent gentry to an appreciation of their impudence and ignorance.

Professor Dunshee's broad humanness and kindly nature are effectively illustrated in a picture which the memory of one student retains vividly. Mr. J. Frank Beeler of the class of 1885, now of Denver, Colorado, lived across the street from the Dunshee home. In mid-afternoon, or later, every day Professor Dunshee afforded him and the neighbors "a real show." After returning from his class duties he always donned his old clothes, colored shirt, old shoes and straw hat, and attended to the wants of a flock of Dark and Light Brahma chickens in the rear of his yard. As soon as they saw him they let forth joyous sounds of

⁸²Hon. C. C. Dowell to F. I. Herriott, (MS) letter dated at Des Moines, Iowa, January 15, 1935.

⁸³The above incident is mentioned in letters of Professor Edward S. Ames (1889) of the department of philosophy of the University of Chicago in letter to F. I. Herriott, (MS) dated at Chicago, December 23, 1935; and of Hon. John E. Northrup, *op. cit.*

welcome and rushed pell-mell towards him. Their perfect assurance of a hearty and appreciative welcome was demonstrated by the practice of two or three old belle dames flying up and perching on his shoulders, the third one coming late often landing on his head or straw hat—all three staying there serenely—and after he threw the meal or corn to the clamorous ones on the ground he would allow those aloft to eat their fill from the pan which he held up to them. A good time was had by all.

Mr. Beeler gives us a clear-cut description of Mr. Dunshee's physical appearance:

Professor Dunshee was one of God's noblest men. Tall, angular, heavy, homely features, deep lines in that dear old face, a heavy thatch of silvery hair, shaggy eyebrows, large hands and feet, dark loose clothes, never fitting, the prototype of the great Abraham Lincoln, whose devoted admirer he was. . . . An old fashioned pioneer Christian preacher who told his message to sinners in his simple modest way with a voice so sweet and rich "the birds hushed their singing."

He delighted in relating to me his experiences on the frontier, felling trees, posts and cordwood, hewing logs and building log houses, laying worm stake-an'-rider rail fences, and clearing the new land and raising crops. In spirit and in truth he was a trail blazer. . . .⁸⁴

All speak of Professor Dunshee's expressive eyes, and the variableness of their expression. At times they seemed without interest; they were quiet, anon dull, or with a far-away look when his mind was pursuing some idea or concentrating on a problem. Then suddenly they would become luminous, keen and flash with a piercing look that made students feel as if he was "looking right through them." One can easily discern that keenness of eye in the photograph herein reproduced.

XXV

In view of the blanket charge that Garfield flung back at his old instructor in 1859 that he had become "stolid" and "wooden" in his class work, which assertion in effect Hinsdale and Green, years after, broadcasted to the four corners of the earth, it becomes a matter of no little interest whether the "most learned man who taught on the hill" at Hiram was more or less "wooden" at Drake.

⁸⁴J. Frank Beeler to F. I. Herriott, (MS) letter dated at Denver, Colorado, March 19, 1935.

Candor compels the admission that Norman Dunshee was not a Boanerges of a teacher, nor was he Garfield's equal in miscellaneous public activities outside the classroom. He was not a Prince Rupert type of lecturer. He did not scintillate with flashing wit nor sweep his students off their chairs with his eloquence. He was not gay or facetious in exposition, nor noted nor notorious for story telling.

But it may be justly asked whether gallery plays, dashing tactics, incessant pyrotechnics, or slap-stick performances are really desirable in effective instruction in mathematics, Greek, Hebrew and Latin. What real students covet, we may presume, is correct and comprehensive knowledge and balanced judgments on the subject taught, lucid exposition and careful guidance to the mastery of the premises and principles and the historic and organic significance of the subjects canvassed.

The evidence already displayed, and that which follows, may suggest, if it does not convince, that for those who cared for the subjects he taught Norman Dunshee was not only a competent and effective instructor, but he was an interesting and inspiring teacher of those who came to his classroom in Drake.

There are several objective or practical tests that may be applied to determine the degree or nature of instructional success. One that is definite and effective is the reception accorded the alumni of an institution in older similar academic institutions, and especially in postgraduate schools, and their subsequent careers therein. In the latter part of the eighties and the forepart of the nineties Drake's graduates began going east for advanced studies in graduate and professional and technical schools—to Harvard and Yale, to Wellesley and Bryn Mawr, to the Massachusetts Institute of Technology and Columbia, to the Johns Hopkins and the University of Chicago. Were they received on probation, or their academic credits discounted? Or were they accorded the same comity and reciprocity enjoyed by students of the older institutions of the Eastern States? Two bits of contemporary evidence are submitted that indicate that Norman Dunshee prepared his proteges as effectively for "advanced standing" in ye old eastern institutions of higher learning

in the late eighties as he did Garfield, Rhodes, and Wilber for entrance to Williams College in the fifties.

Two Drake graduates in the fall of 1891 entered Yale's Divinity School wherein thorough knowledge of the classics was a *sine qua non*. Each had been under the tutelage of Norman Dunshee. In letters to friends each tell of the appraisal of their credits by the authorities of Yale when they registered for their class assignments.

53 E. Divinity Hall,
New Haven, Conn.,
September 25, 1891.

. . . We were very happily surprised to find ourselves admitted to the senior class when we had applied for the middle year. Bro. M— has to make up a year's work in Hebrew, but I am admitted straight. I thought it might be of interest and value to you to know that classical graduates of Drake Bible School, who have had two years of Hebrew, would in all probability be admitted regularly to the senior class here. . . —Edward S. Ames.

53 E. Divinity Hall,
New Haven, Conn., 9-26-91.

. . . We were surprised when the dean read the names the first morning that he had assigned us to the senior class. . . . It makes our two years' work at Drake equivalent to two years here—not a bad reflection on Drake. . . —F. A. Morgan.⁸⁵

Each of the young men had taken his liberal arts course preparatory to entering the Christian ministry, Mr. Morgan obtaining his A. B. degree in 1888 and Mr. Ames in 1889. Each was a student of marked ability, and each continued in the ministry for many years. The latter had a notable career to which reference will be made later. The careers of Messrs. Oscar T. Morgan (1888) at the Hopkins and University of Chicago, Charles O. Denny (1889) at Harvard, John E. Northrup (1891) at University of Chicago, and of Misses Mary Chisholm (1890) at Bryn Mawr and Mabel Van Meter (1891) at Wellesley afford additional evidence.

XXVI

The best part of a student's memories of his college days consists of those which cluster about his favorite teachers. Their character and conduct in lecture room or laboratory, in the corridors and on the campus, in class discussions or in conferences,

⁸⁵Letters printed in *The Drake Delphic* for October, 1891, p. 17.

in walks and talks, in accidental meetings and in chance conversations. Much of the information obtained from his books and many of the lessons he may have learned in classroom or lecture hall will have slipped from memory with the increasing years; but the things he will not let go are the impressions of a teacher's character, its various facets, phases and flashes, his many little acts of graciousness, his generosity and his kindly ways.

Illustrative of the persistence and beneficence of a good man's influence and the truth of Wordsworth's assurance of such

Memories, images and precious thoughts
That shall not die and cannot be destroyed,

I venture to reproduce generous extracts from letters written by students during Norman Dunshee's professorship in Drake. The writers of the first two were not in his classes but felt his benign and pervasive influence, and the others were students in his classes. No one knew that I was canvassing a controversial matter in recording their memories for this narrative.

Mrs. B. A. Wilkinson, class of '88, of Casper, Wyoming, writes:

I knew Professor Dunshee through seeing him in chapel and other places, but was never in his classes. He was quiet and unassuming in his manner, always pleasant. I remember my sister, Mrs. Wickizer, speaking of admiring him more and more as she knew him better through being in his classes. . . . He always impressed us as being a very scholarly man, for no matter what subject he talked upon he always seemed to be thoroughly acquainted with the same.

I was one of the few who was at Drake the first morning and never regretted it.⁸⁰

Dr. George E. Campbell of St. Louis (B. D.* 1892 and A. B. 1896) tells of his remembrance of Professor Dunshee's last appearance in Drake's chapel exercises:

I felt his pervasive influence throughout the college. He was a gentle, spirituelle man. The most vivid recollection I have of him was when he delivered a sermon in the old chapel located in the Administration Building. Professor Dunshee preached just once in the year that I knew him. His text was Psalms, 17:15: "As for me, I will behold Thy face in

⁸⁰Mrs. B. A. (Clara Morgan) Wilkinson to F. I. Herriott, (MS) letter dated at Casper, Wyoming, July 14, 1927.

righteousness; I shall be satisfied, when I awake, with Thy likeness." I presume this was the last sermon he preached, and certainly the text is one that was appropriate to the personality of Professor Dunshee and most appropriate, too, to the last days of his life. His face, his form, his bent shoulders, the entire attitude of his body, the tone of his voice, the mark of eternity on his countenance as it was lightened up by the exposition of the text, and his entire demeanor were a commentary on this text—the best I have known. The impression he made upon my mind, and I am sure on others, was most vivid and lasting. I felt as if he was passing through a translation from the material to the disembodied.⁸⁷

The gracious, kindly nature of Norman Dunshee is recalled by one who was his first "advanced student" in liberal arts in his first years as professor of the ancient languages at Drake, Mr. C. W. Martindale, who graduated in 1883 and later was head of the Normal Department (1888-1893):

Dr. Dunshee was a very old man when I first attended his classes in Greek and Latin in 1881 [only fifty-nine!]. I did not know his age, but he appeared to me to be past eighty, quite frail physically, but with a mind like a cut diamond. He was a teacher of the old school, not a specialist. I soon found that if I were puzzled with any problem in physics or astronomy, any difficult passage in French or German, he was ever ready to make it quite clear in a moment and do it with a smile that was indeed sweet. *I loved him* and he made me love the study of Greek.

I was the only junior Drake's first year and the only senior the second year, so I was "the class" in some of my work with him. One day soon after President Garfield's death he looked up from the Greek text we were reading and remarked "I remember Garfield's translation of that passage." . . .

In the classroom he was very quiet, soft-spoken, never rising from his chair behind the desk. . . . He was simply the eminent scholar in the faculty.⁸⁸

Professor Dunshee had two successors, each a scholar of his own making and discipline—Charles O. Denny took over his elementary classes in Greek and Latin in 1889, and for thirty-eight years he was professor of Latin language and literature; and Oscar T. Morgan of Greek and Hebrew, in 1890. Professor Denny's nervous breakdown in 1927, and his death in 1930 pre-

⁸⁷Rev. George A. Campbell to F. I. Herriott, (MS) letter dated at St. Louis, Missouri, January 5, 1935.

⁸⁸Mr. C. W. Martindale to F. I. Herriott, (MS) letter dated at Hot Springs, Montana, December 4, 1935.

vented my securing his many memories of his *Magister Mirabilis*. His admiration and affection for his master in the classics was signified by one of the names of his first born son, Harold Norman Denny, who has had a notable career in journalism, since 1922 being one of the chief foreign correspondents of the *New York Times*, at the present writing (1935-36) being in Ethiopia reporting developments in that war zone.⁸⁹

Oscar T. Morgan, class of 1888, was one of the foremost students of language in the first decade. He was later a graduate student in Semitics in Johns Hopkins University, and then a fellow in Semitics in the University of Chicago in 1894-95, and again in 1901-02. His judgment of Professor Dunshee's scholarship was given after years of special studies—he succeeded Professor Dunshee at Drake in the chair of Greek and Hebrew. Writing from Eagle Point, Oregon, he said:

I am glad to set down my impressions of Professor Dunshee as a teacher, with whom I studied all the Greek and Hebrew that I took at Drake, and some of the Latin. In common with the rest of the students I had great respect for him as a teacher and a man, and that respect has not been lessened by wider knowledge of men and subjects. Professor Dunshee belonged to the older school of scholars, who were distinguished by the breadth of their learning rather than by the completeness of their knowledge of one or two subjects. Besides his knowledge of the classics, he was a good mathematician and I am sure that he could have handled creditably the work in philosophy and psychology. But the best thing about him was his humility and his beautiful spirit. No one ever heard an unkind remark fall from his lips. He would blush like a girl when he saw himself in the center of attention. He was modest to a fault. He never put himself forward, and avoided attracting attention as much as possible. Yet he could rise to any occasion that presented itself. His chapel talks were always considered a treat by the students. As I remember it, he usually chose some astronomical subject for those occasions. In spite of his modesty and his freedom from pretense, he carried an air of dignity and of worthfulness so that he was never the object of student pranks and jokes. He commanded easily the respect of the youngest and the most thoughtless.

I am glad and proud of the fact that I enjoyed his favor and friendship in a special way and that I had the privilege of taking up a part of his work as it fell from his hand. His memory will not fade so long as the first generation of Drake students remains on the earth. He is worthy of our highest respect and our best emulation."⁹⁰

⁸⁹See *Who's Who in America*.

⁹⁰Oscar T. Morgan to F. I. Herriott, (MS) letter dated at Eagle Point, Oregon, August 1, 1927.

The following taken from a letter of a member of the class of 1889 suggests other phases of Professor Dunshee's character and daily routine. The writer is Dr. C. F. Goltry, for many years a practicing physician of Russell, Iowa:

Professor Dunshee was a moderate man in action and in deeds, yet always on time, not given to exaggeration, and always prepared for emergencies. His knowledge was widely diversified, and his exegesis of abstruse questions and subjects was both logical and elucidating. His class lectures were a delightful revelation to his interested students. In his classroom he was at perfect ease, and natural, with a kindly smile for every one who approached him. He was easily accessible at all times, on or off duty, and lent his services freely, and alike to all his students.^{90a}

Dr. Edward S. Ames, already quoted, after two years of theology and philosophy at Yale, was appointed fellow in philosophy at the University of Chicago for 1894-95. Thence (save for three years) he was connected with the department of philosophy of that institution for thirty-five years, first as docent, then associate instructor, associate professor, professor, and head of the department. He writes of his first professor in the classics as follows:

Professor Dunshee was among the men on the Drake faculty, in the years from 1885 to 1889 when I was an undergraduate, who deeply impressed me; his venerable bearing, his long record as a teacher reaching back to the days at Hiram College when Garfield was among his students, and his thorough classical scholarship, all contributed to a sense of awe in me in my freshman days. And when I came to study with him Greek, Latin, and Hebrew, I was continually surprised at his resources and never failing patience. In a year of graduate work I began the study of Hebrew with him and found him there, as in other languages, a careful and thorough teacher. He had a very retentive memory and often illuminated the study of the classics with apt illustrations and comments from the lives and events in connection with the books read.

[Dr. Ames then refers to the episode when the student could not "see through," and Professor Dunshee recorded "something that you can see through."]

On another occasion as I stood by a window with him looking out upon the campus, we saw a student start driving away from the building in a little cart. Instead of going on the road proper, he attempted

^{90a}Dr. C. F. Goltry to F. I. Herriott, (MS) letter dated Russell, Iowa, February 23, 1936.

to cut across the campus and smashed the wheel of his cart on a tree. Professor Dunshee with a smile dryly said, "He'll have to try that again."

I remember hearing him preach a sermon in the college chapel one Sunday on the text, "I shall be satisfied when I awake with His likeness." It was a thoughtful sermon on immortality. Some months later when I was suddenly called upon to preach my first sermon in my father's pulpit when home for the holidays and father was ill, I recalled what I could of that sermon and ventured upon my ministerial career with blessings upon Professor Dunshee for his help in this as in so many other ways.⁹¹

Norman Dunshee's effectiveness as a lecturer or preacher or teacher may be inferred by the lasting impression made on the minds of Doctors Ames and Campbell of that last chapel address. His was the eloquence of high thinking and the expression of fine living and devotion to high ideals in ordinary human relationships.

The writer of the next letter, Mr. Maurice Ricker (1892) was in high school work in Iowa from 1894 to 1918, and then for eleven years he was connected first with our national war service overseas, and then with the departments of Public Health and of the Interior of the national government at Washington, in charge of motion pictures. Since 1929 Mr. Ricker has been director of research of the United Research Corporation of Long Island City, a subsidiary of the Warner Bros. company.

My recollection of Norman Dunshee goes back to my earliest childhood, when he was a teacher in Abingdon College, Illinois. The church and Sunday school were held in the college building and there I would see him and his daughters.

Fifty years ago this coming summer [autumn] 1885 . . . I was assigned to classes [in Drake] and secured a receipt bearing the signature of B. E. Shepperd. . . .

Church services were then held in the old chapel in the main building. On Sunday the most familiar figure to me was that of Professor Dunshee. Two years later I was assigned to his Latin class and he was my instructor for two or perhaps three years.

The respect and veneration we felt for Professor Dunshee was not equalled by that for any other instructor. We knew little enough of scholarship in those days, but we knew enough to recognize in him a master mind. Aside from his other good qualities, especially his pa-

⁹¹Professor Edward S. Ames, *op. cit.*

tience and gentleness of manner, we recognized a breadth of learning that was an inspiration to all. Many times since I have been associated with really brilliant men, but none that I recall gave me such a respect for their accomplishments, and this too without the slightest display of egotism or self-assurance.

He was methodical and we were puzzled for a time to know how he managed to call on us with such regularity. During any month he would manage to get the same number of recitations (or attempts at the same) from each one of his class.

I pause here here to say that we had teachers in those days who were so careful to call us in turn, according to seating or alphabetical arrangement, so that in a large class we could count on being relieved from recitation tomorrow if we had recited toward the end of the hour today. Those of us who were inclined to be economical of our study hours would therefore concentrate on other lessons for tomorrow.

Professor Dunshee managed to distribute his favors with impartiality, but he was hard to forecast. We never dared to omit entirely a preparation for his class, but after I had studied his system a few weeks, I could always predict about when and where I would be called on to translate, once he had called on the second pupil in the class for the day. As I recall it, his class book listed our names according to the alphabet. However, he never called in order. He was very ingenious. If he began with Elizabeth Wilcox he might proceed backwards, every second or third or even fourth name up the list, but once started he never changed the order for the day. All I had to do was to count the pupils by that scheme, estimate the average assignment and then "bone up" on my sentence.

Many years afterwards, when principal of West High School, it was my pleasure to temporarily substitute for any teacher who might be called from a class room. Even in a Virgil class I would remember enough to give a stiff grammar quiz and could always rely on my knowledge, not of Latin, but of the ability of the best pupils to give a correct answer. And how did I pick the right pupil when in doubt? Well, for some years there would be a grandchild of Norman Dunshee in the class, and they never failed me.

Writing of these memories of nearly fifty years ago, I am impressed with the influence these early teachers at Drake University must have exerted on us, the early students. I wonder if there is in the world a counterpart of such a school today. Our poverty, looked at in the light of the opportunities of today, social and otherwise, seems pathetic; and yet, under what other conditions would we have enjoyed the close friendship and personal interest of such teachers.⁹²

In the way of contemporary confirmation of the memories of those just quoted, an item in *The Delphic* (published by the stu-

⁹²Mr. Maurice Ricker to F. I. Herriott, (MS) letter dated at Long Island City, New York, March 22, 1935.

dents of Drake) states that in December in the closing weeks of the fall quarter the members of the classes in Virgil and Livy presented Professor Dunshee with a gold-headed cane as a token of their appreciation of his work for them and good wishes for the holiday season and the new year. We may presume that its tender was a genuine and spontaneous expression of their admiration and affection.⁹³

In view of such memories as crowd the recollections of Norman Dunshee's associates and students of thirty years, from 1871 to 1890, we may conclude, I submit, that he was a teacher of extraordinary ability and achievement. Further, his attractiveness and charm seem to be the qualities, as well as his notable facility in lucid instruction, that won their admiration and affection; they stand out most conspicuously in the reminiscences of his colleagues and of his students. The adverse comments upon his teaching by his executive chief at Hiram in the controversial days in his last years at Hiram (1857-59) we may justly conclude were the backwash of acrimonious factional contention anent slavery and theology, more or less mixed with personal animosities produced by intramural friction and jealousies within the closed circle of Hiram's faculty; and they were unjust. A teacher does not leave such glowing memories behind him who was dull or stupid, "stolid" or "wooden."

XXVII

Among the interesting facts about Norman Dunshee's character and career as a teacher are the many divergent recollections of his students as to his method of conducting classes and his *modus operandi* in instruction. Genius, we are often informed, manifests itself in miscellaneous ways with variant phases; and if so Drake's first professor of ancient languages displayed sundry signs thereof.

One student speaks of his meticulous care in dealing minutely with the subject in hand, holding the class closely to the lines, or theorems or subject matter assigned for the day's work. Another recalls that he would "lecture most of the hour and not ask exasperating questions." Another alumnus stated that he would anon pick out some one student, center his questions upon

⁹³*The Delphic* for January, 1886, p. 63.

him, and for the entire period of the recitation direct his inquiries and comments at that particular student either to his embarrassment or exaltation. Another describes his "system" of "hit-or-miss" questions now to this one and now to that one so as to prevent students avoiding preparation, counting on his asking his questions in an alphabetical routine. One student—and only one among those interviewed—said that he could not "get along" with Professor Dunshee, that he seemed to "have it in for him," anyway they "could not hitch" together satisfactorily; and another said frankly that he did not get interested in his class work. One said that he held the class strictly to the particular assignments, and seldom ventured original observations in comment on the matter in hand; others that he illuminated the subject and enlarged their visions by taking them far afield in historical, literary and philosophical commentary that made them forget the class routine and the passing of the minutes.

The contradictory and divergent recollections of Professor Dunshee's classroom "technique," to indulge in the parlance of these "scientific" days, may seem strange to the unobservant. But his variability is common with teachers of energy and appreciation. Such an one is certain from the very nature of things to "be all things to all men."

The teacher always faces classes composed of variables of all sorts, sizes, colors, creeds, races, cultures, interests and traditions. He is (or should be) careful, charitable, considerate in dealing with the backward, the diffident, the immature. He is sharp and quick, anon caustic, with the flippant or heedless or lazy. With freshmen he holds them close to the basic facts and laws, allowing but little discussion. "He was very kind and gentle, and so patient with the stupidity I displayed in mathematics," one of his Abingdon students recalls. He was a "dear old saint" was the instant reply to an inquiry to a student in his classes of fifty years ago. With the juniors and seniors he lets them guide him in discussion or takes them into related fields, caring but little for specific factual recitation.

One day he deals with a single, particular fact, enlarging on it the whole hour. The next day he may run off on this or that tangent, going often to the uttermost reaches of the heavens with

the idea he pursues or he may circulate about the whole vault of the heavens, flinging out glittering generalities that illuminate his theme or the general subject in hand. Anon, a dispatch in the morning paper, and not the day's lesson assignment, may hold his attention and the class forgets Xenophon or Caesar, Euclid or Newton, and the beauties of nature or the clash of nations may hold their minds in thrall for the whole class period.

The teacher who holds himself strictly to a "system" or a "rule of thumb" in his method of instruction with all and sundry is almost certain to become dull, stale and tiresome, as the days increase.

Often in canvassing the recollections of Professor Dunshee's students respecting his character and conduct of his classes I have thought of a sharp contrast between the picture given us by Mr. Rollo Walter Brown in his *Lonely Americans* of "An Indulgent Apostle," one of Harvard's famous professors, Charles Eliot Norton, and Professor Stephen Leacock's vivid description of his old-time professor of English literature in McGill University in Montreal, Canada, which he gave in a lecture before the University Club of Des Moines, January 18, 1935, under the title of "Education by the Yard." The dissimilarities and the basic likenesses in the characters and conduct of the two instructors described were marked.

Harvard's savant was an aristocrat in both the popular and the true sense. He was able, aloof; contemptuous of public opinion and of the average man's judgment; indifferent whether the students who crowded his lecture room studied or not, and fully aware that for the most part they did not intend to when they registered for the class; alive to the fact that the majority entered his course on art because "it sounded easy" and few purchased the text book, and that much of the scholastic effort of the class consisted, as one wag put it, of "getting in and getting out" of the lecture room. Nevertheless Charles Eliot Norton somehow inspired those heedless collegians with new ideas.

But few of them escaped without a strange refinement in their conception of life; few of them failed to discover in themselves an enthusiasm for the beautiful that they had never dreamed they possessed. He cast his sharp clear gaze over the room, and talked in magnetic sublimity about a world that their unseeing eyes had never looked upon.

He read Dante with such affectionate reverence that undisciplined youths who customarily spent lecture periods carving their initials on classroom furniture slipped away at the end of the hour and bought all of Dante's works. He spoke with such eloquence upon the high function of the imagination in life that men were ashamed to admit how dull and unimaginative their own lives had been.⁹⁴

Professor Leacock was deploring the deadening effects of so much of our modern "regimented" education and in contrast told us of the inspiration he derived from his old-time professor at McGill who followed no "system," cared naught for "credit hours" and knew little or nothing of the latest formulae in pedagogical "technique" insisted upon by the learned *Quid Nuncs* of our "Colleges of Education." When he entered his classroom—often with an absent-minded expression, dreamy-eyed—he was unaware whether his necktie was askew, his hair awry, his clothes were brushed, or his trousers were creased or were baggy at the knees, or his shoes were blacked and shining. He came into the classroom hastily or quietly with no thought of theatrical demonstration and with no eye or design for "publicity." That goddess he neither knew nor cared to know. He may have forgotten the previous assignment for the class. He pursued no set course in dealing with his subject, be it Chaucer, Shakespeare, Dickens or Tennyson. What interested him he proceeded to enlarge upon. His face became luminous with the glow of his thoughts. He was not only alive but electric with enthusiasm for his subject or theme. He saw the beauties and subtleties of their lines and figures so clearly and forcefully that his mind took fire. His portrayals were so vivid that his students were seized with the same enthusiasm. They saw and felt with him. They got impressions and lessons which not only aroused them but struck home, touching the quick, inciting an interest in literature and life that became forceful facts in their characters and careers. No formal recitations by rote could have so inspired them, and no lecturer, droning in monotone through a dull hour, could have disturbed their inertia or aroused them from their soporific lethargy.⁹⁵

⁹⁴For permission to use the above quotation I am indebted to the courtesy of Mr. Brown and his publishers, Howard McCann, Inc., New York City.

⁹⁵Professor Leacock in the lecture referred to expanded greatly what he partially stated in his *The Pursuit of Knowledge*, pp. 40-42.

A candid and comprehensive consideration of Norman Dunshee's character and career leaves one with an interesting query. We have seen not a little evidence in the letters and reminiscences of his Hiram associates and students that he had first class ability as a lecturer and speaker. In the pulpit and on the lecture platform he was effective in exposition. He always interested as well as instructed his hearers. He was not so energetic or eloquent, or so peripatetic or promiscuous as Garfield. But both Hinsdale and Green afford us evidence that he was among the leaders at Hiram as a debater and lecturer; and his students at Oskaloosa, Abingdon and Drake recall his effectiveness when he addressed assemblies or chapel gatherings.

Why, after leaving Hiram did he refrain from public demonstration, save in occasional lectures or preaching in rural or small town churches? At Hiram he was in the forefront of discussion apparently; thereafter he seemed to shrink from any forward appearances. We may suspect, and we may reasonably infer, that the bludgeoning he got at Hiram, left him so battered and bruised that he had no heart for active, aggressive public work that called for contentious advocacy of programs or policies or views on moot matters. In his classroom and study he could forget, and lose himself in work in which he delighted; whereas in the forum he was in the midst of clash and dissension that reminded him of his unhappy experiences at Hiram. Hence his diffidence, his reticence and retirement.

XXVIII

This appreciation of Drake's first professor of the ancient languages would be incomplete and lacking in consideration, and unjust, if no mention were made of the important influence in his life of the devotion of the sovereign lady who held sway in his domestic dominion and made possible his serene and successful life at Drake.

Calista Carleton became more than helpmate to Norman Dunshee. She was shield and buckler for her husband. In good and ill fortune whether on the "Hill at Hiram" or on the plains of Kansas, or within the academic precincts of Oskaloosa or Abingdon, she made home the most attractive place for him, watched over his health, guarded him against interruptions of his leisure



MRS. NORMAN DUNSHEE
(Nee Calista O. Carleton)

Edinger, Des Moines

and study hours, managed the family budget with scrupulous concern for the balance of income and outgo. It was well, too, for with the meager salaries (often in arrears) paid at Hiram, Oskaloosa and Abingdon, the family could not have kept off the financial rocks had she been heedless, reckless or stupid in managing the family budget. She was guided by the two primary rules of the prudent housewife, namely, that there is *multum in parvo* in the arts of cooking, and that "mony a mickle mak a muckle" in the science of thrift.

Mrs. Dunshee's character was compounded of several New England ingredients. Her views and daily routine were under the sway of a stern conscience that enforced concurrence in creed and conduct. Saturday afternoons and evenings were always set apart for the preparation of the Sunday school lesson the next day. There was no concession or variation in the strict observance of that routine; and daughters and granddaughters felt the spur of a keen, incisive teacher, alert to the important and lasting lessons of the Scriptures studied. Her views anent Negro slavery agreed wholly with her husband's. To her the golden rule applied to all God's creatures, and if the churches should send missionaries to Africa and Asia to bring the black or yellow man within the fold and insure him the same salvation and assurance of heaven enjoyed by the white man, then he should have the same consideration at the hands of followers of the Nazarine in our common life in this land of the free.

Her granddaughters recall two illustrations of the dominance of her stern New England conscience in the application of the injunctions of her Christian creed.

They were visiting her in Kansas in the nineties where she was living with her younger daughter, Emma, Mrs. R. T. Andrews, at Pardee. The family included a Negro servant who sat at table with the members, and was included in the family worship and attendance at church service precisely as were the grandchildren or the elder members of the family.

The other incident of that same visit is a perfect illustration of Mrs. Dunshee's stern sense of exact justice and equity, or fair play. She preferred her bread made and baked without salt. Her granddaughters indicated rather frankly that they did

not like bread so made. Without debate or discontent Mrs. Dunshee ordained that one week the bread should contain salt to satisfy the tastes of her granddaughters, and the next week the bread would be baked sans salt. There was a mathematical exactness and balance in that transaction that must needs charm the precisionist in "social justice."

A conversation between Professor and Mrs. Dunshee anent class procedure in teaching is among the traditions of their descendants. Mrs. Dunshee had observed concerning a teacher charged with pretending to know more than he actually did in answering questions from the class: "It seems to me that if a student asks a question that the instructor cannot answer he had better frankly and instantly state that he does not know what the true answer is." "Yes, that perhaps is better than pretending to know and floundering in one's efforts at bluffing, but," he quietly observed, "he had better not make such admissions very often."

Another fact recalled by the granddaughters illustrates the sway of New England traditions. In her later years one subject held the forefront of Mrs. Dunshee's conscious thought. She was anxious, and at times distressed, lest on her death she could not leave enough of this world's goods to insure a collegiate education for her four grandchildren. But she had been an effective economist and despite the persistent narrow margin in her budget balances she so managed as to leave a substantial inheritance that did much to insure the realization of her hopes for her grandchildren.⁹⁶

Although possessed of alert intellectual ability and of histrionic and literary capacity that would have made a career easy and certain, Mrs. Dunshee preferred the happiness of her husband and the peace of her home to all of the allurements of the stage or the tawdry attractions of Vanity Fair. She took but little part in the formal social life either of her church or of the university. Neither was she forward or ostentatious in the missionary or philanthropic enterprises of the church, although she was earnest in her co-operation in all good works when her means or strength would permit.

⁹⁶Interviews at various times with Misses Ada and Emma Scott, Des Moines,

Her home was Mrs. Dunshee's lodestone and she made it attractive to both friends and students. Familiars recall vividly the dignity and grace with which she presided over the home on Twenty-seventh Street in University Place. There was never any effusiveness or gush or "small talk" so much met with in social gatherings. *Per contra*, there was a marked precision and restraint in her manner in her relations with neighbors and the public, but it did not cloak a dull or frigid nature. As one who saw not a little of the life within the family circle informed me, no one could more effectively and quickly put the stranger or the student who might chance to call at his ease. There was a gentle courtesy in their reception and a gracious welcome that bespoke spontaneous good will.⁹⁷ The atmosphere of their home, as another puts it, "was what you would call ideal."

Most influential in the Dunshee family circle were the two daughters, Misses Josie and Emma. Each, as we have seen, between 1877 and 1881 taught collegiate subjects at Abingdon College. From 1881 to 1887, the date of her marriage to Rev. R. T. Andrews, Miss Emma taught modern languages at Drake; and from 1881 until her marriage to Dr. E. C. Scott in 1884, Miss Josie was on the teaching staff of Oskaloosa College conducting classes in art and modern languages. Each daughter inherited much of her mother's poetical ability. Their poems display versatility in versification and keen appreciation of the subtleties and depths of human nature, of its pathos and yearnings. In connection with the inauguration of President B. O. Aylesworth in October, 1889, Mrs. Andrews wrote a dedicatory anthem that was set to music. The poem of Mrs. Scott with which this Appreciation concludes gives an earnest of her poetic imagination and literary skill; and it is not without significance that her daughter, Miss Emma, in 1925 composed Drake's song entitled *Alma Mater*.

XXIX

In the spring of 1889 it was manifest that Professor Dunshee's physical strength was slowly lessening, and the trustees sanctioned the appointment of one of his best students, Mr. Charles O. Denny who graduated at the June commencement,

⁹⁷Interview with Mrs. Agnes M. Scott of East Des Moines, October 16, 1935.

as assistant teacher of Greek and Latin for 1889-90. He took over his beginning classes. In the summer of 1890 four students—Messrs. Albert W. Davis of Maitland, Mo., George W. Gonder of Rippey, Angus McKinnon of Des Moines, and John E. Northrup of Melbourne—arranged to recite to him at his home. It must have reminded him of the group that engaged him to tutor its members at Hiram in the vacation of 1853.

While it was clear that his bodily vigor was weakening, it was equally clear that his mind was alert and his interest in the work of the members of the class and his zest in guiding them through the intricacies of syntax and textual criticisms did not lessen. He was very frail, and he often met the class reclining on his couch or in his bed; but the students apparently did not suspect how low the sands were running.

Mr. Northrup recalls his experiences in that class, among other memories the following:

. . . We got down to business pretty closely. Professor Dunshee would often chat with us very pleasantly before or after class on matters very frequently pertaining to our common hopes and outlook on life. . . . He was . . . a man of great natural dignity and yet he was very pleasant and sympathetic towards the students.

The upper class students looked upon him with much reverence, and his death created a marked feeling that a romantic link with the past had been broken.⁹⁸

The recollections of Mr. George W. Gonder, another member of that last class, enhance Mr. Northrup's:

I always regretted that I never had the opportunity to get more of my classical training under Professor Dunshee. I was . . . only under Professor Dunshee that last year. . . . However, I am qualified to emphasize what others have told you about his marvelous knowledge of Greek and Latin, his fund of dry wit, and his quiet, patient, helpful ways that endeared him to every student privileged to sit in his classes.^{98a}

The quiet sessions of the class were soon concluded. The end came suddenly, and I will let the pen of one of the members of that last class tell the story.

Albert W. Davis was a senior in liberal arts, and was editor-

⁹⁸John E. Northrup, *op. cit.*

^{98a}George W. Gonder to F. I. Herriott, (MS) letter dated at Boyles College, Council Bluffs, Iowa, February 15, 1936.

elect of the student publication, *The Delphic*. He now is and for many years has been a practicing physician in Kansas City, Missouri. His letter to me, penned forty-five years after the event, gives us a vivid impression of the character and influence of his old instructor just before his gentle spirit took flight, and of the sense of irreparable loss experienced by the members of that class. I give it at some length.

Norman Dunshee was a great teacher. To this work his whole life was devoted. His classroom work was not circumscribed by any text book. His education was broad and not limited to the teaching of Greek and Latin languages. He brought to the student the elements of history, mythology, philosophy, ethics, etc., of the ancient peoples. His methods were so simple that the student scarce realized at the time the scope of his instruction. There was a vivacity in his methods that relieved the monotony of the study of a dead language. Physically he was rather enfeebled by age, but his mind was clear and active. I never knew a man of more modesty and humility. He had that simplicity which is essentially a part of true greatness. His profound wisdom carried no hint of superiority. The humblest student was treated as his equal. The difficult or obscure was made clear to the student in such a way as to inspire and not repress. His attitude in the classroom dissipated all need of discipline, the mildest suggestion sufficed. His step was feeble the while I knew him. His form was somewhat stooped. His eye was clear and sparkling, his voice was slightly feeble and had a small tremble to it, but it was clear and his enunciation was distinct. His face was clean shaven leaving the whole countenance uncovered, while the beard was left unshaven on the neck and below the chin and angles of the jaw. Both hair and beard were as white as snow. After commencement of 1890 I was one of a group of students who took private instruction in Greek at his home. He was more feeble than he had previously been, but his mind was clear and unimpaired; the last few lessons he conducted reclining in bed. The day before his death we went for our lesson and found him in bed studying astronomy. He told us he did not feel able to conduct the class that day, for us to come tomorrow and he would hear us. But the lesson of that day was not in Greek. It was the lesson of his life as we sadly viewed his silent face—the face of one for whom we had the profoundest respect, admiration and love.

I think no one knew Norman Dunshee but to love him. Ambition as we use the word was not a part of his character. He lived to serve his fellow men. He was simple, yet profoundly religious. He had a quiet vein of humor that helped to make his life resilient, wholesome and inspiring. His ambition was, I think, "to do justly, and to love mercy and to walk humbly with thy God." He was a great teacher. But the

most important instruction he gave was not that of classroom. It was the inspiration from a character that embodied and manifested the essentials of a wholesome and worthy life.⁹⁹

In the issue of the *Iowa State Register* of July 16, the public learned of Professor Dunshee's death together with a remarkable characterization of his abilities and traits as a man and scholar. It was written by some one who had an intimate knowledge of his life and work within Drake's academic circle and one, too, who held him not only in high esteem but in affection and reverence.

As serene a life as was ever lived passed away when Professor Dunshee died. It was not the serenity of an idle or indifferent life nor of self-consciousness; rather was it the result of characteristic modesty, hard labor, and tireless research. When any end of study had been gained, it was with such accuracy and such satisfying contentment that he could sit in a company of boastful scholars and by his very silence shame their over-confident criticisms. By nature and an unusually long experience, his home was in the classroom. Seldom rebuking or chiding a student, he was still able to draw his best work, and never failed of his affection. Among so large a number as daily came before him in the university, it is not remembered that any one ever proved his enemy, or even spoke unkindly of him. No sacrifice was too great for him when a student came for help or sympathy. As an instance of this he was giving his entire summer vacation to a class of young men pursuing their Greek; and with it all seemed always to get pleasure out of it. Propped up in his chair only three days before his death, he followed his old Athenian masters with as keen relish as in the harder days.

In methods the old were never forgotten, the new never overlooked. His earnestness was contagious. In the meetings of the faculty, never indifferent to any interest of the school, never recklessly aggressive, his counsel was nearly always the last word in any discussion, and settled the question. In discipline he counseled mild measures until convinced of the unworthiness of the offenders, and then he voted for wholesome restrictions. Drake University never had a more loyal friend . . . a quiet life, commanding in its influence for good, cherished by children and aged alike, has slipped away, as the later harvest sun sinks into the arms of the hills, leaving a twilight so akin to the day . . . that the children of the day scarcely know the night has come.¹⁰⁰

This appreciation of the life and character of Drake's First Professor of the Ancient Languages may fittingly close with the

⁹⁹Dr. A. W. Davis to F. I. Herriott, (MS) letter dated at Kansas City, Missouri, January 20, 1935.

¹⁰⁰*Iowa State Register* (now the *Des Moines Register*), July 16, 1890, p. 6.

lines of a poem by his older daughter, Mrs. Josie Dunshee Scott, entitled "Unattained." It aptly sums up the aspirations and ideals of an old-time scholar amidst realities.

He walked alone—men never knew
That heart with longings so remote;
They never saw the fair ideal
That on his vision ever smote.

He climbed above the dizzy heights
And saw horizons new expand
In broader circles of the sun
O'er farther lines of sea and land.

He saw new constellations rise
From shores of undiscovered night,
Outlying in their farther course
The shortness of the common sight.

He heard a song whose mystic chords
No earthly temple ever filled,
Inspired of triumph to be won,
And through and through his heart it thrilled.

And mighty thoughts too large and strong
For word-forms, crowded to the birth
From his great soul, and clothing them,
He strove to give them to the earth.¹⁰¹

¹⁰¹Reprinted from a memorial volume entitled *Songs of the Morning Land*, printed posthumously by Dr. E. C. Scott.

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